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ABSTRACT

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the nursery school teacher aide occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Nine duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety--hazard; and on the second page: science; math--number systems; and communications (performance modes, examples, and skills and concepts). The duties include: maintaining supplies and equipment; preparing food; assisting children with routines; preparing art materials; assisting with clerical duties; directing or assisting with activities; assisting in the planning of activities and programs; assisting with inventory; and working with parents. (BP)

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Occupational Analysis

CE 004 186

NURSERY SCHOOL TEACHER AIDE

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Instructional Materials Laboratory
Trade and Industrial Education
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5167

AN ANALYSIS OF THE NURSERY SCHOOL TEACHER AIDE OCCUPATION

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FOREWARD

The occupational analysis project was conducted by The Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University in conjunction with the State Department of Education, Division of Vocational Education pursuant to a grant from the U.S. Office of Education.

The Occupational Analysis project was proposed and conducted to train vocational educators in the techniques of making a comprehensive occupational analysis. Instructors were selected from Agriculture, Business, Distributive, Home Economics and Trade and Industrial Education to gain experience in developing analysis documents for sixty-one different occupations. Representatives from Business, Industry, Medicine, and Education were involved with the vocational instructors in conducting the analysis process.

The project was conducted in three phases. Phase one involved the planning and development of the project strategies. The analysis process was based on sound principles of learning and behavior. Phase two was the identification, selection and orientation of all participants. The training and workshop sessions constituted the third phase. Two-week workshops were held during which teams of vocational instructors conducted an analysis of the occupations in which they had employment experience. The instructors were assisted by both occupational consultants and subject matter specialists.

The project resulted in producing one hundred two trained vocational instructors capable of conducting and assisting in a comprehensive analysis of various occupations. Occupational analysis data were generated for sixty-one occupations. The analysis included a statement of the various tasks performed in each occupation. For each task the following items were identified; tools and equipment; procedural knowledge; safety knowledge; concepts and skills of mathematics, science and communication needed for successful performance in the occupation. The analysis data provided a basis for generating instructional materials, course outlines, student performance objectives, criterion measures, as well as identifying specific supporting skills and knowledge in the academic subject areas.

PREFACE

Nursery School [illegible]des must be involved with developing the child as a whole. They must have the skills, knowl[illegible]e, and understanding to guide preschoolers. Therefore, most of the tasks which have been an[illegible]zed are the ones most frequently performed with preschoolers. No administrating tasks [illegible]ve been included.

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JOB DESCRIPTION

A Nursery Teacher Aide maintains supplies and equipment, arranges and rearranges play areas; plans and prepares food, serves and cleans up; assists children with routines, supervises rest time and bathroom procedures; prepares and stores art materials; assists with clerical duties, greets guests, answers the telephone and takes messages; directs or assists with activities, reads stories, teaches music, supervise free play; assists in planning activities and programs, evaluates plans and changes them when necessary; assists with inventory; works with parents and communicates with parents about children and program.

Duty A Maintaining Supplies and Equipment

1 Arrange and rearrange play areas
2 Set up and arrange beds
3 Wash toys and equipment
4 Maintain pets
5 Dispose of wastes

(TASK STATEMENT) Arrange and rearrange play areas

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Play equipment Storage equipment Tables and chairs Room dividers	Arrange play areas according to planned activities	Safety: Adequate place for movement Safe storage Non-hazardous supplies and equipment Hazard: Personal injury
DECISIONS Determine appropriate spatial arrangement for each activity Determine specific play equipment to be used for each activity	**CUES** Individual needs Group needs	**ERRORS** Behavior problems

(TASK STATEMENT) Arrange and rearrange play areas A1

SCIENCE	MATH – NUMBER SYSTEMS
General: Simple machines used to gain mechanical advantage Inertia and momentum (rest and body in motion) Effects of friction on work processes and product quality Behavioral: Exhibit qualities of adaptability, Grant appropriate regard for child's personal space, Grant appropriate regard for child's unique needs, Communicate pride in establishment, Conscious awareness of the need for a balance between tension and relaxation relating to comfort, caution, safety, physical, emotional and intellectual health	Whole numbers Use of numbers (without calculation) Counting, coordinate system, ordering, coding [grouping] Guess and check method [estimate] Knowledge of geometric relationships, symmetry, congruence, similarity, parallel, perpendicular [arranging]

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Viewing	Spacial arrangement	Visual analysis Detail and inference Color discrimination

(TASK STATEMENT) Set up and arrange beds

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Cots Blanket Toy or book	Select appropriate place for beds. Unfold beds Arrange beds for child needs (to learn name and place of bed)	Safety Handle beds with precaution when folding and unfolding Hazard Injuring fingers
DECISIONS Determine space between beds Determine the time Determine the correct unfolding of beds Determine temperature of room	**CUES** Consider individual comforts Time schedule	**ERRORS** Poor arrangement of beds Illness Waste

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(TASK STATEMENT) Set up and arrange beds

SCIENCE	MATH – NUMBER SYSTEMS
Maintain privacy (if necessary) avoid excessive noise or movement Grant appropriate personal space	Use of Numbers: Counting

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Viewing	Spatial arrangement	Visual analysis

(TASK STATEMENT) Maintain pets

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Cages and containers Food and water and dishes Sanitary floor covering	Read brochure on "Care of Animals" Handle animal Clean cage or container Feed animal Instruct children on proper care	Safety: Proper techniques of handling animal Adequate sanitation Health rules regulating pets in school Hazard: Injuries to animal Illness of children
DECISIONS	**CUES**	**ERRORS**
Determine frequency of care Determine amount of food Determine which children can assist	Condition of cage Condition of animal Eagerness of child	Death or illness of animal

(TASK STATEMENT) Maintain pets

SCIENCE	MATH – NUMBER SYSTEMS
General: Biology Behavioral: Grant conscious attention to smoothly flowing team wor Maintain capacity to perceive quickly integrate and function well in the face of expected and unexpected situational variables	Set of Real Numbers: Whole numbers Measurement: Non-geometric Liquid Dry (food)

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Instructions	General vocabulary, gestures, facial and body features
Reading	Comprehend instructions	Process report instructions
Listening	Animals and children's auditory cues	Concentrati[illegible], word definition, noise discrimination
Viewing	Observe child/animal behavior	Visual analysis, describing
Touching	Handling animals	Texture, temperature, size and shape

(TASK STATEMENT) Dispose of wastes

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Garbage cans Garbage bags Garbage disposal Container for burning Cloth	Collect garbage Sort garbage Package wastes Clean-up (grease areas)	Safety: Use precaution using garbage disposer Proper handling and disposing of cans etc Hazard: Cuts Dirty hands
DECISIONS Determine ways of eradicating waste Determine correct sorting Determine if areas need cleaning Determine the kind of waste	**CUES** Consider other people's needs	**ERRORS** Obnoxious odor Unbecoming appearance

(TASK STATEMENT) Dispose of wastes

SCIENCE	MATH – NUMBER SYSTEMS
General Science: Simple machines used to gain mechanical advantage Behavioral: Exhibit capacity to acertain personal qualities (skills, knowledge)	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading Viewing	Comprehend instructions Receive visual cue	Comprehension Visual analysis, logic, describing

Duty B Preparing Food

1 Plan meals and snacks
2 Plan food for special occasions
3 Prepare snacks
4 Prepare meals
5 Prepare cake for special occasion
6 Prepare fruit punch for special occasion
7 Assist children during special occasion
8 Serve foods for special occasion
9 Prepare room for special occasion
10 Clear away food
11 Wash dishes
12 Set table
13 Serve food

(TASK STATEMENT) Plan meals and snacks

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Notebook Pencils Samples of menus and other materials (foods)	Select foods Choose utensils Compose menus	

DECISIONS	CUES	ERRORS
Determine food value Determine food calories Determine when to plan meals and snacks Determine special diets Determine food on hand Determine the weather Determine amount of money	Family likes and dislikes Time schedule	Over weight Waste

(TASK STATEMENT) Plan meals and snacks

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Exhibit capacity to use imagination Maintain capacity to foster cooperation Exhibit qualities of self-confidence	Uses of Numbers: (without calculation) Counting Ratio

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading Writing	Comprehend menus Note taking	Comprehension, definition Penmanship, spelling, logic

(TASK STATEMENT) Plan food for special occasions

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Hot and cold insulated bags and chest Trays Grills Plates-bowls Silverware Cups Containers for serving Paper towels Napkins Thermos bottles Picnic basket Stove Ingredients Foods Magazines, books Recipes	Decide special occasion foods Select equipment needed Plan grocery list	Safety: Precaution: non-breakable dishes Hazard: Illness, cuts

DECISIONS	CUES	ERRORS
Determine amount of money Determine the kind of menu used Determine the kinds of foods Determine the amount of serving Determine the time of serving Determine how to serve Determine the people one can accommodate Determine food on hand	Time schedule Interest of group Use imagination Attractive and satisfying Season/occasion	Waste No fun Not surprised Unhappiness

(TASK STATEMENT) Plan food for special occasions

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain child's illusion of privacy by avoiding excessive noise or movement, Grant appropriate regard for person's personal space, Grant conscious attention to smoothly flowing team work, Grant appropriate regard for child's unique needs, Conscious awareness of the need for comfort caution safety, physical, emotional and intellectual health	Use of Numbers: (without calculations) Recording Measurement: Non-geometric Time/calendar Money/interest

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading	Comprehend menus	Comprehension, physical experiment report
Writing	Note-taking	Penmanship, spelling, clarity of expression, concentration, note taking

(TASK STATEMENT) Prepare snacks

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Utensils (cooking) Pans Knives Skillets Mixing bowls and spoons Ingredients: Foods that contain the Basic Four Fruit Vegetables Meats Bread and cereals Vegetable tools for cleaning Brush Grater	Check menu Pre-heat oven (if used) Collect materials used (ingredients, food, utensils) Prepare foods	Safety: Proper handling of sharp objects Proper handling of utensils on stove Hazards: Injury, burns
DECISIONS	**CUES**	**ERRORS**
Determine nutritional value Determine proportion of food Determine time you have to prepare snack Determine simplicity of snack Determine money required Determine time of day to serve	Attractively served Taste of the snack Time schedule	Loss appetite Waste

(TASK STATEMENT) Prepare snacks

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Grant appropriate regard for children's unique needs. Grant conscious attention to smoothly flowing team work Conscious awareness of the needs for safety, comfort and caution Conscious awareness of qualities basic to optimal mental performance: attention, concentration, organization	Use of Numbers: (without calculation) Visual approximation of measurement Recording

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading	Comprehend menu	Comprehension
Viewing	Observe food	Visual analysis, memory, logic
Touching	Food	Temperature, shape, texture, discrimination

(TASK STATEMENT) Prepare meals

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Rubber spatula Pans-double boiler Mixing bowls Vegetable peeler Cookie sheet Food Seasonings Aluminum foil Pot holders Cutting board Knife set Muffin tins	Check menu Select foods Pre-heat oven Cook food	Safety: Precaution-turn pan handles Hazard: Scald

DECISIONS	CUES	ERRORS
Determine good food preparation Determine good nutrition Determine pre-preparation Determine how food should be served Determine number of persons to be served	Dislike Good habits Time schedule	Waste Lack understanding of food values Overanxious

(TASK STATEMENT) Prepare meals

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Exhibit qualities of tact, poise, consideration, graciousness and imagination Grant appropriate regard for child's unique needs Conscious awareness of qualities basic to optimal mental performance: Concentration, mental alertness, organization	Use of Numbers: (without calculation) Measurements Recording

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COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading	Comprehend menu	Comprehension, speed/rate
Writing	Note-taking	Penmanship, spelling, logic
Touching	Receive tactile messages	Temperature, shape, texture, discrimination

(TASK STATEMENT) Prepare cake for special occasion

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Stove (electric) Electric mixer Cake pan Mixing utensils Shortening Eggs Cake mix Frosting mix Decorations Serving dishes (paper)	Mix cake following directions Decorate cake Serve cake Clean up	Safety: Turn off oven Available fire extinguisher Personal allergies Hazard: Possible burns Possible health side-effect
DECISIONS	**CUES**	**ERRORS**
Determine kind of cake Determine size of serving	Individual tastes Partial "empty calorie"	Waste Lack of necessary nutrients

(TASK STATEMENT) Prepare cake for special occasion

SCIENCE	MATH – NUMBER SYSTEMS
General: Transfer of heat from one body to another Effects of heat on food Nutrition of food Use of electricity in preparing food Spoilage of food Behavioral: Conscious awareness of qualities basic to optimal mental performance: Organization, and mental clarity Maintain capacity to foster cooperation capacity to perceive, quickly integrate, and function well in the face of unexpected situation variables	Set of Real Numbers: Whole numbers Measurement: Non-geometric Time/calendar Temperature Liquid Dry

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading	Comprehend instruction	Process, instruction
Viewing	Observe cake	Color discrimination, visual analysis

(TASK STATEMENT) Prepare fruit punch for special occasion

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Punch bowl and ladle Cups-paper Ingredients Measuring tools	Mix punch following directions Pour punch Clean up	Safety: No additives or preservatives in punch Allergic reactions Elimination of ice cubes (choking) Avoid spillage Proper handling and disposal of materials Hazards: Possible side-effects Possible choking Possible injury

DECISIONS	CUES	ERRORS
Determine source of material Determine kinds of material Determine amounts of material Determine how and when to serve	Individual taste Anxiety Child's hunger	Failure to meet nutritional requirements Spillage

(TASK STATEMENT) Prepare fruit punch for special occasion

SCIENCE	MATH – NUMBER SYSTEMS
General: Chemical changes of ingredients Te mperature change of liquid Condensation Color changes Nutritional value Behavioral: Grant conscious awareness of qualities basic to optimal mental performance: Organization and mental clarity Maintain capacity to foster cooperation, Maintain self-control, composure and flexibility, in time-scheduled activities	Set of Real numbers: Rationals Measurement: Non-geometric Time/calendar Money/interest Temperature Weight Liquid Dry Speed (Example: feet per minute, R.P. M., etc.)

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COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading	Directions	Comprehension, definition, terminology
Viewing	Receiving visual cues	Color discrimination, visual analysis

(TASK STATEMENT) Assist children during special occasion

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Additional cake and/or punch Extra napkins	Serve "seconds" if needed Talk and listening to children Sing appropriate song	Safety: Maintain order Hazard: Personal injury
DECISIONS	**CUES**	**ERRORS**
Determine orderly conversation Determine time to sing song Determine time to terminate activities	Attention-seeking Restlessness	Unruly behavior

(TASK STATEMENT) Assist children during special occasion

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Foster self-esteem Alleviate anxiety Foster appreciation of special events Maintain capacity to perceive, quickly integrate and function well in the face of expected or unexpected situational variables (Children's special expectations)	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Give Instructions	Clarity of expression, gestures
Listening	Songs	Discrimination, fact from non-fact, concentration, noise discrimination
Viewing	Group interaction	Visual analysis

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(TASK STATEMENT) Serve foods for special occasion

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Cake and punch Napkins Utensils	Put individual servings on table Place napkins Clean-up after eating	Safety: Avoid spillage Proper seating Hazard: Possible injury

DECISIONS	CUES	ERRORS
Determine time to serve Determine order for serving	Readiness to eat Readiness to complete	Child not ready

(TASK STATEMENT) Serve foods for special occasion

SCIENCE	MATH – NUMBER SYSTEMS
General: Digestion of food Behavioral: Exhibit qualities of self-confidence and composure Show appropriate regard for child's unique needs Maintain conscious awareness of physical expressions basic to peak physical performance: body balance and posture	Use of Numbers: (without calculation) Counting Set of real numbers: Whole Numbers

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Listening Speaking Viewing	Requests/Instructions Giving instructions-conversation Group Instruction	Auditory/Discrimination Gestures, general vocabulary Visual analysis, detail and inference

(TASK STATEMENT) Prepare room for special occasion

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Art supplies: Construction paper Tissue paper Scissors Paste Pins and tacks Tape Colored markers Ladder	Follow directions for specific decoration Put up decorations Clean-up	Safety: Inflammable decorations Proper use of ladder Proper regard for tacks Correct carriage and replacement of scissors Hazard: Possible fire Possible injury
DECISIONS	**CUES**	**ERRORS**
Determine type of decoration Determine proper arrangement Determine working time Determine time for removal	Pleasing and appropriate Secured properly	Unattractiveness Insecurely attached

(TASK STATEMENT) Prepare room for special occasion

SCIENCE	MATH – NUMBER SYSTEMS
General: Adhesion Action of machine Behavioral: Grant conscious attention to smoothly flowing team work, Exhibit quality of imagination, Maintain capacity to function efficiently when encountering changing personal variables	Set of Real numbers: Rationals Measurement: Geometric Linear (Example: inches, feet, yard, etc.)

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading	Comprehend instruction	Comprehension
Viewing	Room arrangement	Color discrimination, visual analysis, detail and inference

(TASK STATEMENT) Clear away food

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Trays Pot holder Covered dishes Spoons Refrigeration	Scrape dishes Remove food particles Store food	Safety: Avoid spoilage Hazard: Illness
DECISIONS	**CUES**	**ERRORS**
Determine kind of container for food Determine where to store in the refrigerator	Correct timing	Behavioral problem

(TASK STATEMENT) Clear away food

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Conscious awareness of qualities basic to optimal mental performance: Attention, organization, mental alertness Conscious awareness of physical expression basic to peak physical performances, Body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Listening	Receiving instructions/ requests	Auditory discrimination, concentration, noise discrimination, logic
Viewing	Areas to be cleared	Visual analysis, memory, detail and inference
Touching	Surfaces	Temperature, feel, shape, size discrimination

(TASK STATEMENT) Wash dishes

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Towels (are unsanitary) Dish cloths etc. Detergent Purex Drainer Dish pans Dish washer	Prepare hot soapy water Prepare rinse water (Hot) add a few drops of purex Wash in order: glasses, silverware, plates, utensils Drain dishes (or dry) Put dishes away	Safety: Avoid high temperature water Fear using large amounts of purex Hazard: Burns Allergy, sickness

DECISIONS	CUES	ERRORS
Determine amount of detergent Determine the use of sanitation Determine the method of removing food particles from utensils	Clean dishes Crack dishes	Upset stomach (illness) Poor appearance of dishes

(TASK STATEMENT) Wash dishes

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain regard for differing views on maximum efficiency of the operation, Exhibit capacity to ascertain best service for the particular party type requested, Conscious awareness of need for: Caution and safety	Use of Numbers: (without calculation) Measurement

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Viewing	Visual cues	Memory, logic, detail and inference (feeling), recognition of symbols, codes, emblems.

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(TASK STATEMENT) Set tables

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Flatware-fork, knives, spoons China-plates, cups, saucers Table linen- placemat, table cloth Centerpiece (flowers)	Refer to menu Select covers (place setting) Prepare table	Safety: Avoid sharp objects Avoid cracked dishes Hazard: Wounds, cuts
DECISIONS	**CUES**	**ERRORS**
Determine pieces of silverware Determine space for each person Determine placement of silverware Determine number of persons	Comfort needed	Discourage eating

(TASK STATEMENT) Set tables

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Grant appropriate regard for personal space Grant appropriate regard for unique needs Conscious awareness of the need for a balance relates to: Comfort, caution, safety	Use of Numbers: (without calculation) Counting

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COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Viewing	Aesthetic arrangement	Visual analysis, memory, describing, logic, color discrimination
Touching	Receive tactile message	Size, texture, feel

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(TASK STATEMENT) Serve food

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Napkins Serving cart or trays Serving utensils Spoons Forks Ladles Potholders Spatulas Counter space for hot foods	Select form of service Choose serving utensils Place food on the table	Safety: Avoid, spills, break or drop things Hazards: Falls Injury

DECISIONS	CUES	ERRORS
Determine the number of serving pieces Determine menu served Determine the rules for serving Determine serving space Determine number of persons to be served Determine the amount of food served Determine if food is served hot or cold Determine how table looks	Neat and clean Polite Time schedule Large servings	Untidy Awkward Waste

(TASK STATEMENT) Serve food

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain capacity to foster trust Maintain capacity to foster confidentiality Maintain capacity to foster cooperation Maintain capacity to cope with conflict behavior. Maintain child's illusion of privacy by avoiding excessive noise or movement Grant appropriate regard for child's unique needs Conscious awareness of the need for a balance comfort, caution, safety, physical, emotional, and intellectual health Conscious awareness organization and concentration	Use of Numbers: (without calculations) Counting Measurement: Non-geometric Temperature Weight

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Listening	Receive requests	Auditory discrimination, concentration, logic, noise discrimination
Touching	Handling food/dishes	Size, temperature, shape, texture, feel
Viewing	Group needs	Visual analysis, memory, logic, color discrimination, describing

Duty C Assisting Children with Routines

1 Help children dress and undress
2 Supervise rest time
3 Supervise bathroom procedures
4 Introduce new child to center
5 Help children isolated because of emotional upset
6 Perform daily health inspection

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(TASK STATEMENT) Help children dress and undress

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Locker Children's clothing Hat Coat Mittens Boots Socks and shoes Change of clothing	Demonstrate dressing Assist children in dressing Observe children dressing	Safety: Properly fastened clothing Hazard: Possible injury
DECISIONS	**CUES**	**ERRORS**
Determine time to dress Determine type of dress Determine child's ability	Readiness	Damage to self esteem

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(TASK STATEMENT) Help children dress and undress

SCIENCE	MATH – NUMBER SYSTEMS
General: Simple machines used to gain mechanical advantage [Mechanical working of fasteners] Resistance of materials to change in shape [Textile properties] Relationship of force to distortion in an elastic body Efficiency of force Behavioral: Exhibit qualities of self-confidence and self-control Maintain conscious awareness of the need for comfort and health Foster independence and self-reliance when appropriate Observe and concentrate on child's physical abilities	

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COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Giving instructions	Facial and body features, general vocabulary, diction, gestures
Viewing	Observe children	Visual analysis, describing, detail
Listening	Questions	Concentration, word definition

A9

(TASK STATEMENT) Supervise rest time

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Cots Blankets Favorite toy or book Record player Appropriate records Window blinds or curtains	Set up cots. Prepare environment (music, darkness) Undress children Maintain quiet atmosphere	Safety: Use caution when handling cots Hazard: Possible injury
DECISIONS	**CUES**	**ERRORS**
Determine how to quiet child Determine individual requirements Determine how to handle interruptions	Resistance Signs of sleep	Noise Bad temper

(TASK STATEMENT) Supervise rest time

SCIENCE	MATH – NUMBER SYSTEMS
General: Work input, work output, friction and efficiency in simple machines (Manipulating cots) Behavioral: Maintain capacity to foster trust Maintain capacity to cope with conflict behavior Exhibit qualities of self-confidence and composure Grant appropriate regard for children's needs Observe behavioral patterns and special interests	Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Instructions	Gestures, general vocabulary, logic
Listening	Music	Auditory discrimination, noise discrimination
Viewing	Observe children	Visual analysis, logic

(TASK STATEMENT) Supervise bathroom prodecures

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Towels Soap Toothbrush Tooth paste	Notify children of clean-up time Group children Instruct in operation of facilities Instruct in personal hygiene Maintain order Regulate water temperature Monitor use of supplies	Hazard: Burns Injuries

DECISIONS	CUES	ERRORS
Determine specific needs of each child	Appearance, behavior	Accidents

(TASK STATEMENT) Supervise bathroom procedures

SCIENCE	MATH – NUMBER SYSTEMS
General: Transfer of heat from one body to another Checmical action of soaps Hot water Behavioral: Maintain capacity to foster trust Maintain capacity to cope with conflict behavior Maintain capacity to function efficiently when encountering fast-changing situations Maintain conscious awareness of the need for comfort, caution, safety and physical, emotional and intellectual health	Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting, ordering (grouping)

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COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Giving instructions	Gestures, facial and body features.
Listening	Questions	Concentration, auditory discrimination, recognize opinions
Viewing	Observe children	Visual analysis, detail and inference

53

(TASK STATEMENT) Introduce new child to center

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
All facilities of nursery school	Greet child and parent Make child comfortable: locker, personnel, play areas Assist child in daily routine Establish continuing relationship	Safety: Proper use of equipment Pace child to activity Hazard: Possible injury

DECISIONS	CUES	ERRORS
Determine orientation of new child Determine degree of discipline Determine child's desires	Child's behavior	Insecurity, anxiety

(TASK STATEMENT) Introduce new child to center

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain capacity to foster trust Maintain capacity to foster confidence Maintain capacity to foster cooperation Maintain capacity to cope Maintain capacity with conflict behavior Observe closely child's verbal and non-verbal behavior Show and describe facilities with appropriate speed and clarity	Uses of Numbers: (without calculation) Coding-given a coding system, recognize and identify each unit involved by assigning necessary symbols, numerical or literal [locker]

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COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Giving instructions comforting	Gestures, persuasion, facial and body features
Listening	Questions/conversation	Concentration, auditory discrimination, recognize opinions
Viewing	Observe child	Visual analysis, detail and inference
Touching	Delivering and receiving tactile message	Motion, tension

(TASK STATEMENT) Help children isolated because of emotional uspet

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Appropriate toys	Calm and control child Discuss reason for upset Permit child to play with toy until relaxed Return child to group	Safety: Avoid destructive behavior Hazard: Personal injury
DECISIONS	**CUES**	**ERRORS**
Determine method to calm and control Determine length of play time Determine method to avoid similar situation Determine how to return child to group	Behavior	Continued emotional upset

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(TASK STATEMENT) Help children isolated because of emotional upset

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain capacity to foster trust Exhibit quality of self-confidence and composure Maintain capacity to cope with conflict behavior Grant appropriate regard for child's unique needs Exhibit awareness of one's changing emotional states	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Giving instructions, comforting	Gestures, persuasion, facial and body features
Listening	Child's discussion	Concentration, auditory discrimination, recognize opinions
Viewing	Group interaction	Visual analysis, detail and inference
Touching	Giving comfort	Motion, tension

(TASK STATEMENT) Perform daily health inspection

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Records of child's health Pen Paper List of children (attendance) Calendar	Observe and inspect physical conditions Report any incidents that indicate illness Contact parent	Safety: Avoid more serious complication or illness Hazard: Undetected health problems

DECISIONS	CUES	ERRORS
Determine things to look for Determine when child should go home	Be calm, assuring attitude	Fear

58

(TASK STATEMENT) Perform daily health inspection

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Grant appropriate regard for child's needs, • Exhibit capacity to acertain best service for the child's request Conscious awareness of the need for a balance relates to: Comfort, caution, safety, physical, emotional and intellectual health Conscious awareness of qualities basic to optimal mental performances: Attention, mental alertness, mental quietude	Uses of Numbers: (without calculation) Recording

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Writing	Note-taking	Penmanship, spelling, clarity of expression, logic, description
Speaking	Give instructions	General vocabulary, clarity of expression, logic gesture
Listening	Child's discussion/complaints	Auditory discrimination, concentration, note taking, noise discrimination

Duty D Preparing Art Materials

1 Make art materials
2 Prepare equipment and materials for activities
3 Store equipment and materials
4 Clean work tables and equipment

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(TASK STATEMENT) Make art materials

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Flour Salt Alum Starch Paint Soap flakes Water Containers Mixing utensils	Read and follow instructions for making specific art material Instruct children on correct procedures and results Place product in proper container Clean-up area	Safety: Proper supervision of procedures and ingredients Hazard: Personal injury or illness
DECISIONS	**CUES**	**ERRORS**
Determine quantity to be made Determine color (s) to be used Determine child's ability to assist Determine when product is to be made	Consistency of material, empty container	Unsatisfactory product, disruptive behavior

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(TASK STATEMENT) Make art materials

SCIENCE	MATH – NUMBER SYSTEMS
General: Transfer of heat from one body to another Changing state due to mixing (Color, texture, consistency) Behavioral: Exhibit capacity to perceive, quickly integrate, and function well in the face of expected and unexpected situational variables Maintain capacity to foster cooperation Grant conscious attention to smoothly flowing team work	Set of Real numbers: Rationals Measurement: Non-geometric Weight, temperature, liquid, dry

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Giving instructions	Gesture, terminology
Reading	Comprehend instruction	Process report, comprehension
Viewing	Mixture/product	Visual analysis, describing, color discrimination
Touching	Mixture/product	Shape and texture, consistency
Listening	Questions/discussion	Auditory discrimination, word definition

(TASK STATEMENT) Prepare equipment and materials

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Tables Easels Containers Brushes Construction paper Newspapers Paints	Set up necessary equipment Cover floor and tables with newspaper Set up necessary supplies	Safety: Avoid spilling paint Proper handling of easel Hazards: Personal injury, pinched fingers
DECISIONS	**CUES**	**ERRORS**
Determine what needs to be set up	Time schedule Individual differences	Waste of time Behavioral problems

(TASK STATEMENT) Prepare equipment and materials

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Grant appropriate regard for child's personal space Maintain awareness of one's diverse, creative capacities Maintain conscious awareness of the need for a balance (both physical and mental) between tension and relaxation: Comfort caution, safety and physical, emotional and intellectual health	Set of Real numbers: Whole Uses of numbers: (without calculation) Counting Visual approximation of measurement

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading	Comprehend written instructions	Comprehension, detail/inference, terminology
Viewing	Spatial arrangement	Visual analysis, color discrimination
Touching	Receive tactile message	Size, shape, texture

(TASK STATEMENT) Store equipment and materials

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Containers: boxes, shelves Storage room Labels Writing supplies File cabinet Folders	Sort equipment and materials	Safety: Arrange in proper place Hazard: Personal injury

DECISIONS	CUES	ERRORS
Determine amount of space available Determine place for storage Determine identification on containers	Supplies and equipment available when needed	Loss of time Inability to locate equipment and material

(TASK STATEMENT) Store equipment and materials

SCIENCE	MATH – NUMBER SYSTEMS
General: Indestructibility of matter and energy Behavioral: Maintain capacity to foster trust Grant conscious attention to smoothly flowing team-work Communicate pride in establishment	

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COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading	Comprehend written insturctions	Comprehension, terminology, process/ instructions
Writing	Label-writing	Penmanship, spelling, classification, description
Viewing	Spatial arrangement	Visual analysis, detail and inference, color discrimination
Touching	Receive tactile message	Size, shape, feel

(TASK STATEMENT) Clean work tables and equipment

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Clean cloths All-purpose cleaner Sponge Pail Disinfectant	Prepare hot soapy water Prepare hot rinse water (add 1/4 cup disinfectant) Wash areas Rinse and wipe dry	Safety: Avoid over-heated water Use caution in use disinfectant Hazard: Personal burns
DECISIONS	**CUES**	**ERRORS**
Determine amount of all-purpose cleaner Determine amount of sanitizing agent Determine method to be used in cleaning	Dirty tables and equipment	Unsanitary conditions Dirty hands

(TASK STATEMENT) Clean work tables and equipment

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain capacity to foster cooperation Communicate pride in establishment Maintain conscious awareness of qualities basic to optimal mental performance: organization	Set of real numbers: Rationals Measurement: Non-geometric Liquid

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading Viewing Touching	Comprehend directions Observe area Surfaces	Comprehension, detail/inference Visual analysis, detail and inference Temperature, feel

Duty E Assisting with Clerical Duties

1 Answer telephone and take messages
2 Greet guests
3 Collect fees

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(TASK STATEMENT) Answer telephone and take messages

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Written materials describing program Memo pad Writing tools	Correctly answer telephone Assimulate message Write accurate memo Relay to proper person	

DECISIONS	CUES	ERRORS
Determine necessary information Determine recipient of message Determine time of delivery	Callers questions and/or confusion	Incorrect message Lost message

(TASK STATEMENT) Answer telephone and take messages

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain capacity to foster trust and confidentialty. Exhibit qualities of self-confidence, self-reliance and control Exhibit qualities of tact, poise, consideration and graciousness Communicate pride in establiment	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Deliver oral messages	General vocabulary, diction, poise, clarity of expression
Listening	Take messages	Auditory discrimination, concentration, logic, note taking
Writing	Receiving and noting information	Penmanship, spelling, memo format, description, clarity of expression

(TASK STATEMENT) Greet guests

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TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Written materials describing program	Welcome guests Introduce to personnel Describe program Show facilities Establish continuing relationship	

DECISIONS	CUES	ERRORS
Determine individuals needs and interests Determine extent of visit	Interest personal opinion	Unsatisfactory opinion of program

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(TASK STATEMENT) Greet guests

SCIENCE	MATH - NUMBER SYSTEMS
Behavioral: Communicate pride in establishment Exhibit qualities of self-confidence and composure Show and describe facilities with appropriate speed and clarity Maintain conscious awareness of qualities basic to optimal mental performance: (attention, observation and organization)	Set of real numbers: Rationals Uses of numbers: (without calculations) Counting Measurement: Non-geometric Time/calendar Money/interest

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Give information conversation	Terminology, clarity of expression, gestures, poise
Listening	Conversation/questions	Recognize opinions, concentration
Viewing	Observe reactions	Visual analysis, describing
Writing	Receive and note information	Penmanship, spelling, memo format

(TASK STATEMENT) Collect fees

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Record book and receipts Pencil Calendar	Accept money from parent Record payment Give parent receipt Store money in proper place	Safety: Put money in safe place Hazard: Lost money

DECISIONS	CUES	ERRORS
Determine whether payment is correct Determine when money is to be collected	Individual efficiency	Incorrect records

(TASK STATEMENT) Collect fees

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Exhibit capacity to ascertain personal qualities: skills knowledge, character, flexibility, and learning capacity Maintain capacity to foster trust, confidentialty and cooperation Grant conscious attention to smoothly flowing team work	Set of real numbers: Whole Uses of numbers: (without calculation) Counting Recording Measurement: Non-geometric Money/interest

SL

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking Reading	Conversation Comprehend instructions	Clarity of expression, poise Comprehension, detail/inference, progress report
Writing Listening	Letter writing/records Conversation	Penmanship, spelling Auditory discrimination, concentration

Duty F Directing or Assisting with Activities

1 Help to plan and evaluate activities and programs
2 Routine clean-up
3 Supervise creative activities
4 Teach and lead singing and rhythmic activity
5 Supervise dramatic play activities
6 Assist children individually
7 Assist children with group play
8 Assist with special activities
9 Read or tell stories
10 Select recorded music
11 Supervise manipulative play
12 Supervise outdoor play
13 Observe children

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(TASK STATEMENT) Help to plan and evaluate activities and program

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Reference materials Written material explaining program Writing supplies File cabinet Folders	Evaluate present needs of children Evaluate present program Adjust program to meet children's needs	

DECISIONS	CUES	ERRORS
Determine activities to coincide with children's needs Determine necessary changes	Developmental level of children Unique needs of children	Maladjustment Under-achievement

LL

(TASK STATEMENT) Help to plan and evaluate activities and program

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain awareness of one's changing emotional states Maintain awareness of one's changing physical states Maintain awareness of one's unlimited intellectual activities Maintain awareness of one's diverse creative capacities Maintain capacity to perceive, quickly integrate, and function well in the face of expected or unexpected situational variables Maintain conscious awareness of the need for a balance between tension and relaxation	Set of real numbers: Rationals Measurement: Non-geometric: Time/calendar Uses of numbers: (without calculation) Counting Ordering

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading	Comprehend written information	Comprehension, informational reports, physical experiment reports
Writing	Noting information	Description, clarity of expression, recommendation reports
Speaking	Planning/discussion	Terminology, implying, logic, clarity of expression.
Listening	Instructions/questions, discussion	Discriminate facts from non-facts, note-taking.
Viewing	Observe reactions	Memory, describing, detail and inference recognition of symbols, codes

(TASK STATEMENT) Routine clean-up

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Cleaning supplies Storage units	Motivate children to clean up Follow oral instructions Assist children who require help in pick-up and storage. Sweep, clean and wash Review areas cleaned to insure proper condition	Safety: Proper handling of supplies and equipment Maintain adequate supervision Hazard: Possible personal injury
DECISIONS	**CUES**	**ERRORS**
Determine time for clean-up Determine children to assist Determine extent of children's aid	Children's desire to change activity Scheduled time	Aide left with clean up

(TASK STATEMENT) Routine clean-up

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Exhibit qualities of self-confidence, self-control, self-reliance, and adaptability Grant conscious attention to smoothly-flowing team work Exhibit pride in establishment Maintain self-control composure and flexibility in time-scheduled activities	Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting Ordering Basic Geometry Skills and Concepts Recognize and identify basic geometry figures, plane and solid Knowledge of geometric relationships: Symmetry, Congruence, Similarity, Parallel, Perpendicular, Skew

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking Listening	Instructions Questions	Persuasion and sales techniques, gestures Auditory discrimination, noise discrimination
Viewing	Individual/group interaction	Visual analysis, memory, logic, describing, color discrimination
Touching	Surfaces	Size, shape, texture

(TASK STATEMENT) Supervise creative experiences

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Art materials: Paint Clay Various papers Paste Objects such as potatoes, popsicle sticks, etc.	Assemble necessary materials Group children for activity Demonstrate procedures following instructions Allow children ample time for experience Observe and give assistance when necessary Follow experience through to conclusion for child Clean-up	Safety: Proper use of supplies and equipment Hazard: Possible personal injury
DECISIONS	**CUES**	**ERRORS**
Determine most efficient way of setting up experience	Individual needs	Conflict in behavior

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(TASK STATEMENT) Supervise creative experiences

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain awareness of ones changing emotional, physical, intellectual and creative capacities Maintain capacity to perceive, quickly, integrate and function well in the face of expected and/or unexpected situational variables Grant appropriate regard for child's unique needs Maintain conscious awareness of physical expressions basic to peak physical performance: Body rhythm, body balance, and posture, movement from tension to relaxation	Set of real numbers: rationals Uses of numbers: (without calculation) Counting Measurement: Non-geometric Weight Liquid Dry

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Instructions/encouragement	Clarity of expression, gestures, enunciation
Viewing	Individual/group interaction	Visual analysis, describing, detail and inference, color discrimination
Reading	Comprehend instructions	Comprehension, informational report, terminology
Listening	Questions/discussion	Auditory discrimination, concentration, noise discrimination
Touching	Surfaces/materials	Size, shape, temperature, texture, feel

(TASK STATEMENT) Teach and lead singing/or rhythmic activity

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Non-essential: Rhythm instruments Accompanying instrument Pitch-pipe	Select appropriate song Instruct children on singing Set the environment Present the song Practice the song through repetition	Safety: Moderate singing Correct use of instruments Hazard: Vocal strain Possible personal injury
DECISIONS	**CUES**	**ERRORS**
Determine the song to be presented Determine appropriate delivery Determine instruments to be used	Readiness Interests of children	Disruption Boredom

(TASK STATEMENT) Teach and lead singing/or rhythmic activity

SCIENCE	MATH – NUMBER SYSTEMS
General: Vibrations of strings/sound generation Behavioral: Maintain capacity to foster cooperation Grant conscious attention to smoothly flowing team work Maintain conscious awareness of physical expressions basic to peak physical performance: Body rhythm and breathing coordinated with body movement Maintain capacity to perceive, quickly integrate and function well in the face of unexpected situational variables	Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Listening	Tune, volume	Auditory discrimination, noise discrimination
Speaking	Instructions	Appropriate diction, enunciation, gestures
Viewing	Observe individual/group interaction	Memory, recognition of symbols, codes visual analysis

(TASK STATEMENT) Supervise dramatic play activities

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Dramatic play supplies and equipment: Large blocks Housekeeping toys Costumes, etc.	Observe and interact when necessary Motivate reluctant child Allow children ample time for experiences Clean-up	Safety: Proper use of supplies and equipment Adequate supervision Hazard: Possible personal injury Possible wandering child

DECISIONS	CUES	ERRORS
Determine which child requires encouragement Determine appropriate time for interaction Determine appropriate time to terminate experience	Individual needs	Inadequate, emotional expression

(TASK STATEMENT) Supervise dramatic play activites

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain awareness of ones changing emotional physical, intellectual and creative capacities Grant appropriate regard for child's unique needs Exhibit capacity to listen openly and attentively Exhibt qualities of tact, poise, graciousness and imagination Maintain capacity to foster confidentialty Maintain illusion of privacy by avoiding excessive noise or movement	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Listening	Play/discussion	Auditory discrimination, discriminate facts from non-facts, word definition, noise discrimination
Viewing	Observer individual/group interaction	Visual analysis, memory, detail and inference
Speaking	Instructions/conversation	Clarity of expression, terminology, gestures

(TASK STATEMENT) Assist children individually

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Reference materials Notebook Writing supplies	Observe child to determine his level and personal needs Make plans Put plans into effect with the child Evaluate and make necessary changes	
DECISIONS	**CUES**	**ERRORS**
Determine whether plans are appropriate for the child Determine method of evaluation Determine method of evaluation Determine amount of time for child	Unique needs Level of child	Under-achievement

(TASK STATEMENT) Assist children individually

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Grant appropriate regard for students unique needs Maintain conscious awareness of the need for a balance between tension and relaxation: Comfort, caution, physical, emotional and intellectual health Maintain conscious awareness of qualities basic to optimal mental performance: organization Maintain awareness of one's diverse creative capacities	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Discussion	General vocabulary, clarity of expression, gestures, poise, logic
Listening	Receive auditory cues	Auditory discrimination, discriminate facts from non-facts, concentration, note-taking
Writing	Note information	Classification, memo format, reports-personal
Reading	Comprehend notes	Comprehension, physical experiment report
Viewing	Observe child	Memory, describe, detail and inference logic

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(TASK STATEMENT) Assist children with group play

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Reference material Lesson plans Writing tools Variety of toys Game supplies	Set up lesson plans for activity Practice and experiment with activity before use Present activity to group Evaluate activity	Safety: Proper handling of supplies and equipment Maintain adequate supervision Hazard: Possible personal injury

DECISIONS	CUES	ERRORS
Determine the type of activity Determine the adaptability of activity Determine the presentation to group Determine suitability of activity	Children's desire for group play	Loss of self-control

89

(TASK STATEMENT) Assist children with group play

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain conscious awareness of physical expressions basic to peak physical performance: body rhythm, body balance and posture movement from tension to relaxation Maintain capacity to foster cooperation Exhibit qualities of self-confidence, self-control, self-reliance and adaptability Maintain children's illusion of privacy by avoiding excessive noise, movement or misbehavior, Grant appropriate regard for children's unique needs Grant conscious attention to smoothly flowing team work Maintain conscious awareness of the need for a balance between tension and relaxation relates to: Comfort, caution, safety, physical, emotional and intellectual health	Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting Ordering

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Instructions	Facial and body features, terminology, clarity of expression, gestures
Listening	Questions	Noise discrimination, recognize opinions
Reading	Comprehend references	Comprehension, terminology
Viewing	Observe children	Visual analysis, color discrimination, detail and inference, recognition of symbols, codes
Touching	Deliver tactile message	Size, shape, feel, texture, vibrations

(TASK STATEMENT) Assists with special activities (field trips)

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Reference materials from place to be visited Lesson plans Name tags and pins Bus and driver Box of tissues	Become familiar with the place to be visited Become familiar with the schedule of field trip (if aide not previously involved in planning) Make name tags, for children Check for parent's permission forms Discuss rules with children and orient them to field trip Discuss field trip with children on return	Safety: Correct use of pins Correct rules for bus transporation Observation of rules at field trip site Hazard: Possible personal injury Possible accident
DECISIONS	**CUES**	**ERRORS**
Determine type of evaluation Determine kinds of rules	Child's interest Child's physical condition	Fatigue Illness

(TASK STATEMENT) Assist with special activities (field trips)

SCIENCE	MATH -- NUMBER SYSTEMS
Behavioral: Maintain conscious awareness of qualties basic to optimal mental performance: Attention, observation, mental alertness and organization Maintain capacity to perceive, quickly integrate and function well in the face of expected or unexpected situational variables Grant appropriate regard for student's personal space Maintain capacity to foster trust, cooperation and cope with conflict behavior	Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Viewing	Observe individual/group interaction	Visual analysis, describing, detail and inference
Speaking	Instruction/discussion	Terminology, clarity of expression, gestures
Listening	Receive questions/discussion	Noise discrimination, opinion, concentrate
Reading	Comprehend instructions	Comprehension, informational report, terminology

93

(TASK STATEMENT) Read or tell stories

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Books Flannel board Variety of appropriate materials Cut outs Natural objects Puppets Records	Select appropriate story Practice story Set the environment Select the group Present the story Discuss the story	

DECISIONS	CUES	ERRORS
Determine story to be presented Determine appropriate delivery Determine materials to be used Determine children to be selected	Readiness Interests of children	Disruption Boredom

93

(TASK STATEMENT) Read or tell stories

SCIENCE	MATH - NUMBER SYSTEMS
Behavioral: Exhibit qualities of poise and imagination Grant appropriate regard for child's unique needs Maintain conscious awareness of qualities basic to optimal mental performance: Observation, mental alertness, mental clarity and organization	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Tell story/discussion	Appropriate diction, facial and body features, gestures, poise
Reading	Read story	Speed, comprehension, definition
Listening	Questions/discussion	Auditory discrimination, recognize opinions, noise discrimination, concentration

(TASK STATEMENT) Select recorded music

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Record player Records Lesson plans	Select appropriate records for activity Listen to records Set the environment and play records Observe actions of children Store records and equipment	Safety: Improper use of equipment, proper supervision Hazard: Electrical shock, possible injury
DECISIONS	**CUES**	**ERRORS**
Determine records to be played Determine volume of record player Determine pleasure of children	Body movement, relaxation	Disorderliness

(TASK STATEMENT) Select recorded music

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain conscious awareness of the need for a balance between tension and relaxation: relating to comfort, caution, safety; physical, emotional and intellectual health Avoid excessive attachment to fixed-projected time schedules General: Work input, work output, friction and efficiency in simple machines	Set of real numbers: Rationals Uses of numbers: (without calculation) Counting

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COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS CONCEPTS
Reading Listening	Comprehend Records or tapes	Comprehension, recommendation reports Auditory discrimination, concentration, noise discrimination
Viewing	Observe individual/group interaction	Visual analysis, detail and inference

96

(TASK STATEMENT)Supervise manipulative play (puzzles, woodworking, etc.)

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Variety of manipulative toys: Puzzles Woodwork supplies Dominoes, etc.	Set up environment Encourage children to come to different set-ups Observe and challenge participation when necessary Pick up toys and store	Safety: Proper use of toys (throwing, distortion) Hazard: Possible personal injury

DECISIONS	CUES	ERRORS
Determine length of time for activity Determine whether child's needs are being met Determine how to set up environment	Individual's needs	Tension

(TASK STATEMENT) Supervise manipulative play (puzzles, woodworking, etc.)

SCIENCE	MATH – NUMBER SYSTEMS
General: Simple machines used to gain mechanical advantage [Woodwork] Behavioral: Avoid excessive attachment to fixed projected time schedules. Maintain awareness of one's changing emotional, physical, creative and intellectual capacities Maintain conscious awareness of physical expressions basic to peak physical performance: Body rhythm, body balance, and movement from tension to relaxation Maintain child's illusion of privacy by avoiding excessive noise or movement	Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting Ordering

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Touching	Receive tactile message	Size, shape, texture, vibrations, feel
Viewing	Observe individual/group interaction	Visual analysis, detail and inference, color discrimination
Listening	Children's questions, discussion	Noise discriminations, recognize opinions note taking, concentration
Speaking	Instructions, discussion	Terminology, clarity of expression, implying, gestures

(TASK STATEMENT) Supervise outdoor play

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Large-muscle play equipment: Climbing apparatus Trikes Swing set, etc.	Set up equipment if necessary Get children ready for outdoor play Encourage children to play on active equipment and observe Introduce group game to children Store equipment	Safety: Careful supervision Proper care and handling of equipment Hazard: Possible injuries
DECISIONS	**CUES**	**ERRORS**
Determine length of time for activities Determine group game to be played	Children's desire to play Personal health	Conflict behavior Illness

(TASK STATEMENT) Supervise outdoor play

SCIENCE	MATH – NUMBER SYSTEMS
Science: Inertia and momentum (Body at rest and body in motion) Motion resulting from two or more forces acting on a point in a body Behavioral. Exhibit qualities of self-confidence, self-control, self-reliance and adaptability Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables Maintain conscious awareness of physical expression basic to peak physical performance: Body rhythm, breathing co-ordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa	Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Instructions/commands	Terminology, clarity of expression, gestures, poise
Viewing	Observe individual/group interaction	Describing, memory
Listening	Receive auditory cues	Recognize opinions, concentration, noise discrimination, note-taking
Reading	Comprehend instructions	Comprehension, informational report

(TASK STATEMENT) Observe children

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Notebook Writing tools	Observe children's physical development Observe children's emotional development Observe children's social development Observe children's mental development Take necessary notes Evaluate with supervisor	

DECISIONS	CUES	ERRORS
Determine which child/children to be observed Determine which area of development to be observed Determine timeliness of observation	Inadequate program Individual needs and relationships	Behavior problems Boredom

(TASK STATEMENT) Observe children

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Exhibit capacity to ascertain personal qualitites Exhibit capacity to listen and watch openly and attentively Grant appropriate regard for child's personal space (convenience and special interest) Practice capacity to maintain open-mindness and composure in the far seemingly different, eccentric or clashing values expressed behaviorally or verbally	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Viewing	Receiving visual cues	Detail and inference, description, visual analysis
Writing	Receiving and noting information	Description, classification, reports, information, progress, recommendation
Listening	Receiving auditory cues	Note taking, auditory discrimination

'y G Assisting in the Planning of Activities and Programs

1 Help plan goals for year's program
2 Help plan activities to be offered everyday
3 Balance individual activities against group activities
Evaluate plans often and change them when needed
5 Help plan daily schedule
6 Help plan special activities
7 Help plan special activities for children with special problems or needs
8 Make charts and outlines of ideas for programs

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(TASK STATEMENT) Help plan goals for year's tentative program

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
File cabinet Folders Writing supplies Reference material Previous year's program	Define and discuss "goals" Formulate goals Observe children to determine needs. Change goals as needs arise	

DECISIONS	CUES	ERRORS
Determine the kinds of goals Determine how goals can be changed	Good follow-up	Lack of direction and progress

(TASK STATEMENT) Help plan goals for year's tentative program

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Exhibit capacity to ascertain personal qualities in: skills knowledge, character, flexibility, and learning capacity Maintain conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration and organization Maintain conditions for health and growth-directed job performance: changing emotional, physical intellectual and creative capacities	

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COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Viewing	Observe children	Visual analysis, memory, detail and inference
Writing	Note taking	Penmanship, spelling, classification, description, logic
Listening	Discuss plans	Auditory discrimination, discriminate facts from non-facts, recognize opinions concentration
Reading	Comprehend references	Comprehension, definition, physical experiment reports
Speaking	Discuss goals	Terminology, clarity of expression, gestures

(TASK STATEMENT) Help plan activities to be offered everyday

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
File cabinet Folders Writing supplies Reference material Plan of work	Formulate daily goals Motivate and interest children Introduce learning experience Assist children Evaluate days' program	Safety: Proper use of supplies and equipment Hazard: Personal injury

DECISIONS	CUES	ERRORS
Determine kinds and amounts of supplies available Determine specific equipment available Determine length of time available	Children's abilities	Lack of adjustment

(TASK STATEMENT) Help plan activities to be offered everyday

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Exhibit capacity to ascertain personal qualities: skills, knowledge, character, flexibility and learning capacity Grant appropriate regard for children's unique needs Maintain awareness of one's changing emotional, physical, intellectual and creative capacities	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Writing	Note-taking	Penmanship, spelling, classification, general vocabulary
Listening	Questions/discussion	Auditory discrimination, discriminate facts from non-facts, recognize opinions, concentration
Speaking	Instructions/discussion	Terminology, clarity of expression, gestures
Viewing	Observe individual /group interaction	Visual analysis, memory, describing, logic
Reading	Comprehend reference material	Comprehension

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(TASK STATEMENT) Balance individual activities against group activities

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Lesson plans Reference materials Writing supplies	Evaluate present schedule Evaluate children's needs Adjust schedule to meet the children's needs	

DECISIONS	CUES	ERRORS
Determine children's needs for individual verses group activities Determine percentage necessary to balance individual/group activities	Social level of children Unique needs	Interpersonal conflict Inadequate social development

(TASK STATEMENT) Balance individual activities against group activities

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain child's privacy by avoiding excessive noise or movement, Grant appropriate regard for children's unique needs. Maintain capacity to foster cooperation, Maintain capacity to function efficiently when encountering fast changing personal variables, Maintain conscious awareness of qualities basic to optimal mental performance: Observation and organization, Maintain conscious awareness of physical expressions basic to peak physical performance: body rhythm and movement from tension to relaxation	Set of real numbers: Rationals Uses of numbers: (without calculation) Counting and ordering Measurement: Non-geometric Time/ calendar

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS CONCEPTS
Reading	Comprehend information	Comprehension, informational reports
Writing	Note information	Spelling, recommendation reports, classification
Viewing	Observe individual/group interaction	Describing, visual analysis, detail and inference
Listening	Receiving auditory cues	Auditory discrimination, logic, note taking, concentration, noise discrimination

(TASK STATEMENT) Evaluate plans often and change them when needed

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Lesson plans Writing supplies Children's individual records	Observe children Compare child's progress based on plans Alter plan	

DECISIONS	CUES	ERRORS
Determine when plans are to be evaluated Determine suitable time to observe childrer Determine how plans are to be altered	Child's needs Time schedule	Anxiety Wasted time

(TASK STATEMENT) Evaluate plans often and change them when needed

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain conscious awareness of qualities basic to optimal mental performance: attention, observation and concentration, Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables, Maintain capacity to generate integrity	Set of real numbers: Whole Measurement: Non-geometric Time/calendar

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading	Comprehend written instructions	Comprehension, detail/inference, process/instructions
Writing	Note-taking	Spelling, classification, description, progress reports
Listening	Discussion	Auditory discrimination, recognize operations, note-taking
Viewing	Observe group / individual interaction	Visual analysis, describing, detail and inference

(TASK STATEMENT) Help plan daily schedule

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Lesson plans Reference books File cabinet Writing supplies Children's individual records	Compose goals to be reached Plan activities to assist in reaching goals Evaluate child's progress	

DECISIONS	CUES	ERRORS
Determine kinds of goals and activities Determine when daily schedule is done Determine how child is progressing	Child's needs Time schedule	Anxiety Wasted time

(TASK STATEMENT) Help plan daily schedule

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain conscious awareness of the need for a balance (both physical and mental) between tension and relaxation: comfort, safety, physical, emotional and intellectual health Maintain conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration and mental alertness	Set of real numbers: Whole Measurement: Non geometric Time/calendar

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading	Comprehend written instructions	Comprehension, detail, inference, process/instructions
Writing	Note-taking	Spelling, classification, description progress reports
Listening	Discussion	Auditory discrimination, recognize opinions, note-taking

(TASK STATEMENT) Help plan special activities

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Brochure Writing supplies Name tags Permission forms	Select the special activity Select the place for the special activity Select chaperones Contact chaperones Secure permission from parents for special activity Make children's name tags	Safety: Safe transportation Hazard: Personal injury
DECISIONS	**CUES**	**ERRORS**
Determine the type of special activity Determine time for special activity Determine transportation	Individual needs Curiosity	Fear, fatigue, group ineffectiveness

(TASK STATEMENT) Help plan special activities

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain capacity to maintain openmindedness and composure in the far seemingly different, eccentric or clashing values expressed behaviorally or verbally Maintain capacity to perceive, quickly integrate and function well in the face of unexpected situational variables	Set of real numbers: Whole Uses of numbers: (without calculation) Counting Measurement: Non-geometric Time/calendar

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Ask permission/discuss plans	Appropriate diction, clarity of expression, poise
Reading	Comprehend instructions	Comprehension, terminology
Writing	Letter-writing	Penmanship, clarity of expression
Listening	Questions	Auditory discrimination, recognize opinions

(TASK STATEMENT) Help plan special activities for children with special problems or needs

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Resource materials Writing supplies	Observe children Select the special activity Secure parent's permission Evaluate effect of special activity on child	Safety: Good mobility Hazard: Possible accident

DECISIONS	CUES	ERRORS
Determine the time for special activity Determine whether special activity would be beneficial to child	Attention span	Overtaxing child

(TASK STATEMENT) Help plan special activities for children with special problems or needs

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain awareness of one's changing emotional and physical states Exhibit qualities of self-confidence, self-control, self-reliance and adaptability Maintain capacity to cope with conflict behavior	Set of real numbers: Whole Uses of numbers: (without calculation) Counting Measurement: Non-geometric: Time/calendar

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Viewing Reading Speaking Listening	Observe child Comprehend written instructions Discuss plans Questions/discussion	Visual analysis, describing Comprehension, detail/inference Clarity of expression, poise Auditory discrimination, recognize opinions, note-taking

(TASK STATEMENT) Make charts and outlines of ideas for programs

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Writing supplies Poster boards Markers Reference materials Overhead projector Paper Scissors Paste	Select idea Assemble necessary materials Make chart	
DECISIONS	**CUES**	**ERRORS**
Determine classification of idea Determine kinds of materials required Determine when project will be done	Attractive chart Informative outline	Unusable materials

(TASK STATEMENT) Make charts and outlines of ideas for programs

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Exhibit capacity to accurately reflect plant environment and job expectations Communicate pride in establishment Grant conscious attention to smoothly-flowing team work	Set of real numbers Rationals Uses of numbers: (without calculation) Counting Measurement: Geometric Linear

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading	Comprehend instructions	Comprehension, detail/inference
Writing	Compose body of chart	Penmanship, spelling, persuasion
Viewing	Spatial arrangement	Visual analysis, color discrimination
Touching	Receive tactile message	Size, shape, texture

Duty H Assisting with Inventory

1 Make list of supplies needed

2 Help take inventory for entire day care center

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(TASK STATEMENT) Make list of supplies needed

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Writing tools Inventory form	Check and make list of materials on hand Try to decide amounts and kinds of materials needed Make requisition list of supplies needed	Safety: Proper handling of materials Hazard: Possible injury

DECISIONS	CUES	ERRORS
Determine amount of storage Determine price list	Suitable materials	Non-valuable supplies

(TASK STATEMENT)Make list of supplies needed

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Maintain conscious awareness of qualities basic to optimal mental performance: observation, concentration, mental alertness, and organization	Set of real numbers: Whole numbers Uses of numbers: (without calculation) Counting, ordering, coding-given a coding system, recognize and identfy each unit involved by assigning necessary symbols, numerical or literal

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Writing Reading	Note-taking Comprehend lists, catalogues	Penmanship, spelling, classification Comprehension, detail/inference, definition, terminology
Viewing	Approximate rate of usage	Visual analysis, memory, describing, detail and inference, recognition of symbols, codes, emblems

(TASK STATEMENT) Help take inventory for entire day care center

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Writing supplies Inventory forms Carbon paper	Sort supplies and place in correct place. Count articles Record	Safety: Avoid over-stacking Hazard: Spills
DECISIONS	**CUES**	**ERRORS**
Determine correct place for articles Determine when inventory is to be taken Determine best method of taking inventory	Competence	Inaccuracy-running out of materials

(TASK STATEMENT) Help take inventory for entire day care center

SCIENCE	MATH – NUMBER SYSTEMS
General: Indestructibility of energy and matter Behavioral: Maintain capacity to foster trust, confidentialty and cooperation Communicate pride in establishment Maintain conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration and organization	Set of real numbers Whole Uses of numbers: (without calculation) Counting Recording

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COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading	Comprehend instructions	Comprehension, detail/inference, informational reports, terminology
Writing	Make lists reports	Classification, penmanship, spelling
Viewing	Observe rate of usage	Visual analysis, memory, describing, color discrimination

Duty I Working with Parents

1 Introduce parent to center and its program
2 Participate in parent conference
3 Contact parents in emergency or illness
4 Write communications to parents

(TASK STATEMENT) Introduce parent to center and its program

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
All facilities of nursery school	Greet parents Make parent comfortable: talk informally, introduce to other personnel Give program outline to parent and show facilities Provide refreshments, if feasible Try to establish continuing relationship	

DECISIONS	CUES	ERRORS
Determine orientation of parent Determine atmosphere of comfort Determine parent's desires	Parent's attitude	Dislike center Insecurity

(TASK STATEMENT) Introduce parent to center and its program

SCIENCE	MATH – NUMBER SYSTEMS
General: Spoilage of food Nutritional value Behavioral: Maintain capacity to foster trust, confidentialty, cooperation and integrity Exhibit qualities of self-confidence, self-reliance and adaptability Communicate pride in establishment Maintain conscious awareness of qualities basic to optimal mental performance: Attention, mental alertness and mental clarity Show and describe facilities with appropriate speed and clarity	Set of real numbers Whole numbers Uses of numbers: (without calculation) Counting

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Orientation conversation	Terminology/general vocabulary, clarity of expression, gestures, poise, logic
Listening	Questions, conversation	Auditory, discrimination, recognize opinions, concentration
Viewing	Observe reactions	Visual analysis, describing, detail and inference

(TASK STATEMENT) Participate in parent conferences

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Notebook Writing supplies	Select place for conference Greet parent and escort to conference room State purpose for conference Participate in discussion Close discussion Record results in child's record	

DECISIONS	CUES	ERRORS
Determine when conference is to be held Determine when conference is to be terminated Determine remarks of value to be placed in child's record	Good impression Child's needs	Angry parent Hostility

(TASK STATEMENT) Participate in parent conferences

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Exhibit capacity to listen openly and attentively (without bias) in communication process Maintain capacity to foster trust, confidentialty and integrity Exhibit qualities of self-confidence, self-control, self-reliance, and adaptability Capacity to maintain open-mindedness and composure in the far seemingly different, eccentric or clashing values, expressed behaviorally or verbally	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Discuss observations	Terminology, clarity of expression, poise
Writing	Note-taking	Penmanship, spelling, terminology
Listening	Questions/discussions	Recognize opinions, concentration
Viewing	Observe reactions	Visual analysis, memory describing

(TASK STATEMENT) Contact parents in emergency or illness

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Telephone Child's personal record	Refer to child's personal record Select appropriate location Make telephone call Relax and console parent Give parent necessary information Close conversation, complying with parent's request	

DECISIONS	CUES	ERRORS
Determine what should be said to parent	Inadequate records Parent's attitude	Inability to locate parents Inferiority complex

(TASK STATEMENT) Contact parents in emergency or illness

SCIENCE	MATH – NUMBER SYSTEMS
Behavioral: Exhibit qualities of tact, poise, consideration, and graciousness Maintain capacity to foster confidentialty Grant appropriate regard for parent's unique needs Maintain capacity to perceive, quickly integrate and function well in the face of expected or unexpected situational variables	Set of real numbers: Whole numbers

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Deliver oral message	Clarity of expression, logic, poise, general vocabulary
Reading	Comprehend recorded information	Comprehension, speed/clarity, terminology
Listening	Questions	Discriminate facts from non-facts, concentrate

(TASK STATEMENT) Write communications to parents

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Stationary Eraser Stamps Typewriter List of parents and addresses	Construct letter Give to director for approval Type letters Address envelopes Put letters into envelopes Attach stamp and mail	Safety: Proper sealing of envelope Hazard: Paper cuts
DECISIONS	**CUES**	**ERRORS**
Determine clarity of letter Determine correct folding of letter Determine number and cost of stamp	Correct addresses	Non-delivery

(TASK STATEMENT) Write communications to parents

SCIENCE	MATH – NUMBER SYSTEMS
General: Work input, work output, frictior and efficiency in simple machines Behavioral: Distribute personnel with regard to leadership qualities and experiences for optimum team performances Maintain conscious awareness of qualities basic to optimal mental performance, Attention, concentration, mental quietude, and organization	Set of real numbers: Whole numbers Uses of numbers: (without calculations) Counting

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Writing	Letter writing	Penmanship, spelling, terminology, clarity of expression
Reading	Comprehend recorded information	Comprehension, speed